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Teaching Statement

My teaching philosophy is shaped by my deep curiosity about how we, humans, learn and understand complex ideas and theories. Having spent much of my life as a student or an instructor, I see learning as a continuous and evolving process, requiring repeated engagement and practical application to foster deep understanding. This belief drives my teaching approach of creating an inclusive and engaging learning environment and ensuring students grasp and retain key concepts long after the course ends.

Approach to Teaching:

My approach to teaching centers around sparking curiosity and making complex ideas relatable through real-world examples. In my Principles of Microeconomics course at Clemson University, I begin the first lecture by asking students to weigh the trade-offs of being in class versus doing anything else with their time. This introduction to opportunity costs and scarcity frames the relevance of economics in their daily lives from the very first day. Similarly, in my Statistics for Business and Economics course at East West University in Dhaka, I challenged students with the Monty Hall problem, encouraging them to work in groups to solve it and articulate their reasoning. These methods not only introduce core concepts but also build an atmosphere of active participation and collaboration.

I make a concerted effort to encourage participation from all students, especially those from underrepresented backgrounds who might be less inclined to speak up. I firmly believe learning should be a positive and enjoyable experience, and I strive to make every student feel heard and supported in class. Integrating group work and class discussions ensures students can learn from each other and develop a stronger grasp of the material.

Pedagogical Methods:

My teaching combines theory with practical, relatable examples. For instance, I introduce supply and demand by having students design a pricing system for college football tickets based on the visiting team; this exercise makes an abstract economic principle tangible. For market power and markups, I use live examples from the Amazon website to illustrate how branded and generic products are priced differently. These examples ground theoretical concepts in familiar experiences, helping students connect the coursework with the world around them.

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I also prioritize structured, iterative learning implemented through regular quizzes, assignments, and exams. Ungraded in-class quizzes encourage collaborative problem-solving and let students make mistakes without pressure. Weekly take-home assignments offer multiple attempts to arrive at the correct answer, fostering a growth mindset. We thoroughly discuss the answers in class, letting students learn from their errors and solidify their understanding. Exams are evenly spaced throughout the semester, providing consistent opportunities to measure and reflect on their progress.

Courses Taught and Teaching Experience:

Each of the courses below had class sizes between 30 and 100 students.

Principles of Microeconomics (Clemson University, introductory course, 4 times): My focus is on helping students internalize core economic concepts of Economics through engaging discussions, interactive quizzes, and practical examples. The course is structured to provide a balance between theory and application, with regular assessments to ensure comprehension. The course has biweekly take-home quizzes, weekly homework problems and three to four exams.

Mathematics for Business and Economics I (East West University, Dhaka, introductory course, 5 times): I emphasized collaborative learning through group problem-solving sessions. Each class was designed to reinforce key mathematical concepts while encouraging students to explore different problem-solving approaches. The course included ten assignments and three exams to assess students' progress.

Introduction to Statistics (East West University, Dhaka, introductory course, 7 times): I focused on applying basic statistical tools to real-world scenarios. Students worked in groups to tackle practical exercises, and we concluded each class by discussing different strategies for arriving at the correct answers. The course also included ten assignments and three exams.

Statistics for Business and Economics (East West University, Dhaka, upper-level course, 2 times): I integrated advanced probability theory with practical applications. Given the technical nature of the content, I ensured that students engaged with the material through group work and presentations. The course was structured around ten assignments and three exams.

Future Goals and Commitment to Teaching:

Looking ahead, I plan to refine my teaching methods by incorporating more digital tools and interactive platforms to engage students inside and outside the classroom. I also plan to continue developing courses that emphasize practical applications of economic and statistical theories, ensuring students learn how to apply them in real-world contexts. I remain committed to fostering a learning environment that values diversity, encourages critical thinking, and makes learning a rewarding experience for every student.

Detailed syllabi for these courses are available on my website, and course evaluations are available upon request. The next page provides a brief summary of my teaching evaluations from Summer 2023 and Fall 2023.

1 Raw scores from the Principles of Microeconomics

Prompt	My Score	Department Score
The learning outcomes in the course were clearly communicated.	4.33	4.46
The course assignments were related to the course learning outcomes	4.67	4.55
I understood what was expected of me in this course.	4.75	4.49
The instructor encouraged questioning and discussion of course topics from the students.	4.17	4.27
The course challenged me to think critically and communicate clearly about the subject.	4.50	4.37

Table 1: Summer 2023

Prompt	My Score	Department Score
The learning outcomes in the course were clearly communicated.	4.14	4.28
The course assignments were related to the course learning outcomes	4	4.41
I understood what was expected of me in this course.	3.86	4.34
The instructor encouraged questioning and discussion of course topics from the students.	3.86	4.35
The course challenged me to think critically and communicate clearly about the subject.	3.29	4.32

Table 2: Fall 2023

2 Student feedback from the Principles of Microeconomics

- The instructor was extremely patient with our learning. She would make sure that we understood what was going on at all times before she moved on. She also would answer questions with thorough explanation and she was overall so very helpful and wonderful at teaching microeconomics.

- Overall, my professor did a good job at explaining concepts and showing us exactly what we needed to learn.

- I liked the in-class quizzes because they helped me a lot on the test.

- The assessment practices in this course are very helpful because there are multiple quizzes a week that do not impact your grade but allow you to see how well you know the material.

- I enjoyed this course overall.

- The course was conducted in a friendly, non stressful manner, which reduces anxiety by upcoming assessments. Moreover, her use of assessment review after the assessments proves crucial when studying for future assessments and at least helped me succeed in the class.

- I knew what was I expected to understand going into every assignment and was always tested on things we went over.

- Instructor was very helpful in making sure each student understood the concepts, and did not hesitate to go over material multiple times.

- I believe that the in class quizzes my professor would to give every Friday gave me and my classmates a much better understanding of our course material.

- Professor Razzak always gave clear instructions on what was expected of her students and what needed to be focused on in order to receive the best grades.

- She was very good at explaining the graphs by drawing them out and would not give up teaching them until the majority of the class understood, she also provided very helpful feedback on all of our quizzes and exams.